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ABSTRACT

This handbook has been prepared to aid teachers, administrators, and curriculum consultants develop the best physical education curriculum possible. The activities in the handbook are designed to be flexible and adaptable to individual schools and situations. The major section is devoted to an extensive checklist designed to help educators discover strengths and weaknesses in such program areas as curriculum, staff, and facilities. The checklist has the educator rate aspects of a program against stated criteria to determine the status of individual areas as well as of the program as a whole. Other sections of the handbook help an educator identify needed improvements and list recommendations that arise as a result of the evaluation effort; develop a rationale for and a philosophy of physical education instruction; identify expected student psychomotor, cognitive, affective, and organic outcomes from specific activities; list the scope and sequence of the program; prepare a checklist of essential skills students should develop in physical education units; develop course descriptions and list available resources. A suggested resource list is included. (Author/IRT)

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CURRICULUM REVIEW HANDBOOK

PHYSICAL EDUCATION

Oklahoma State Dept. of Education

1981-82

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FOREWORD

A student's mind and body need to be used to maintain good health. Many times we are inclined to concentrate solely on developing the mind, expecting the body to take care of itself. A well-planned program of physical education not only improves student's physical fitness and health, but also helps maintain a brighter, more alert mind. Physical fitness at any age has much to do with a person's future health and how well he or she performs daily.

We invite you to use this handbook. Let your students know where you stand, and that you care about their health. Good mental and physical health is what physical education is all about.

Leslie Fisher
State Superintendent
of Public Instruction

ACKNOWLEDGEMENTS

The Oklahoma Comprehensive Health Education Section is grateful to all those who helped make this handbook possible. We especially wish to thank the following professionals who gave of their time and expertise so willingly. They are responsible for the actual content of the handbook.

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Physical Education Instructor
Oklahoma City Public Schools

Ms. Barbara Marshall
Instructional Assistant for
Physical Education
Tulsa Public Schools

Paul Brynteson, Ph.D., Chairman
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We are indeb ed to the Ohio Department of Education for permission to adapt ideas and materials from their excellent publications.

I welcome the opportunity to recognize and express appreciation to Linda Ruhman and Kathleen Olds of our staff for their creative leadership in directing this publication.

This handbook should serve as a major tool to improve the physical education curriculum in the schools throughout Oklahoma.

Harvey Tedford, Administrator
Comprehensive Health Education Section
Oklahoma State Department of Education

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INTRODUCTION

The Curriculum Review Handbook for Physical Education has been assembled and written to aid teachers, administrators and curriculum consultants in the development of the very best curriculum possible.

The manner in which this book has been written is flexible and adaptable to individual schools and situations. The authors have tried to put themselves in the place of teachers, administrators, and consultants.

It is hoped that this publication will help educators in Oklahoma to make an appraisal of their programs, take note of the strong and weak points, then, work diligently to improve what can and should be improved.

Program Evaluation

Those who work together to evaluate existing programs will find this checklist a constructive device to discover areas of strength and weakness in curriculum, staff, facilities, and other areas. Since no programs are perfect, progress comes from frank admission of needed improvement, understanding of reasons for deficiencies, and agreement on steps for effectiveness. The significance of its use will depend upon the thoroughness of the efforts of those involved in the assessment.

Appraisal of the existing program is to be scored by means of the following:

4 - EXCELLENT

(Suggests that the school's program surpasses the stated criteria.)

3 - SATISFACTORY

(Suggests that the school's program adequately meets the stated criteria.)

2 - NEEDS IMPROVEMENT

(Suggests that the school's program is somewhat effective in meeting the stated criteria, but needs improvement.)

1 - INEFFECTIVE

(Suggests that the school's program is ineffective in meeting stated criteria, perhaps due to class size, facilities, lack of equipment, etc.)

0 - DOES NOT EXIST

Appraiser should write DOES NOT APPLY across any items which do not apply to the local situation.

Check the appropriate response for each stated criteria. This list may then serve as a blueprint for improving the quality of services to students through physical education.

A possible score is given for each category and for the total program, based upon a 4 point rating for each statement. The actual score is the total of the ratings given by the evaluator and should be compared to the possible score to determine the status of each category and of the total program.

I. PHILOSOPHY

Possible Score - 16 points

Actual Score - _____points

Circle appropriate response:
4=Excellent
3=Satisfactory
2=Needs Improvement
1=Ineffective
0=Does not exist

SUGGESTED STANDARDS

1. A statement of the philosophy and overall objectives of the physical education program has been written by the current physical education staff and is readily available.	4	3	2	1	0
2. There are well-defined outcomes for each class activity which contributes to the development of the whole person. These include specific outcomes in the area of:					
a. Health Fitness (organic)	4	3	2	1	0
b. Motor Skills (psychomotor)	4	3	2	1	0
c. Knowledge and understanding (cognitive)	4	3	2	1	0
d. Feelings and appreciations (affective)	4	3	2	1	0
3. The physical education program is an integral part of the school's total educational program.	4	3	2	1	0
4. The physical education and health education personnel and programs work closely together to assist the students in developing a healthy life-style.	4	3	2	1	0

II. ORGANIZATION AND ADMINISTRATION

	Elementary	Secondary
Possible Score -	56 points	68 points
Actual Score	_____points	___points

Circle appropriate response:
4=Excellent
3=Satisfactory
2=Needs Improvement
1=Ineffective
0=Does not exist

SUGGESTED STANDARDS

Elementary

1. All students actively participate in at least 75 minutes of physical education instruction per week, which meets the minimum state requirement.	4	3	2	1	0
2. Physical activity is neither denied nor imposed as punishment by any teacher.	4	3	2	1	0
3. No student is excused from physical education class for any reason; rather a modified or adapted program is administered.	4	3	2	1	0
4. As in compliance with Title IX; all physical education classes, boys and girls, have equal opportunities at all levels.	4	3	2	1	0
5. Instructional activities are planned in a developmental progression in grades K through 6, according to an accepted curriculum guide.	4	3	2	1	0
6. Lesson plans for daily instruction are available.	4	3	2	1	0
7. Specific objectives of the daily activities are clearly stated.	4	3	2	1	0
8. A system of evaluation is used to report pupil progress.	4	3	2	1	0
9. Evaluation and grading are consistent with the other school subjects.	4	3	2	1	0

10.	Written policies and procedures have been developed for the total program including: accident prevention, first aid, discipline, grading, etc.	4	3	2	1	0
11.	The class size is the same for physical education class as it is for other classes, with a maximum of 36 students per class.	4	3	2	1	0
12.	All physical education classes are taught by a certified physical education specialist.	4	3	2	1	0
13.	Program quality is maintained through adequate financial support of all physical education programs.	4	3	2	1	0
14.	When disciplinary action is necessary, the teacher can rely upon the support of the administration.	4	3	2	1	0

Secondary

1.	An elective instructional physical education program is available for all secondary students, consisting of a minimum of 150 minutes per week.	4	3	2	1	0
2.	Students are not permitted to substitute other curricular or extracurricular school activities (band, athletics, work, etc.), for participation in physical education instructional classes.	4	3	2	1	0
3.	No student who is required to take physical education is excused from physical education class for any reason, rather a modified or adapted program is administered.	4	3	2	1	0
4.	Students are classified for physical education according to the following:					
	a. Grade	4	3	2	1	0
	b. Developmental levels	4	3	2	1	0
	c. Health status determined by testing	4	3	2	1	0

5.	All physical education classes are taught by a certified physical education specialist.	4	3	2	1	0
6.	A written curriculum guide for all grades is followed, which provides for progression and ensures a broad scope of instructional activities, and includes the following:					
	a. Units of instruction	4	3	2	1	0
	b. Objectives of each unit	4	3	2	1	0
	c. Lesson plans	4	3	2	1	0
	d. Evaluation procedures	4	3	2	1	0
7.	The curriculum guide is reviewed and updated jointly by the physical education teachers at least every two years.	4	3	2	1	0
8.	As in compliance with Title IX; all physical education classes, boys and girls, have equal opportunities at all levels.	4	3	2	1	0
9.	Lesson plans for daily instruction are readily available.	4	3	2	1	0
10.	Specific objectives of the daily activities are clearly stated.	4	3	2	1	0
11.	A system of evaluation based upon the course objectives and grading, consistent with other school subjects is used.	4	3	2	1	0
12.	Written policies and procedures have been developed for the total program including: accident prevention, first, aid, discipline, grading, uniforms, locks, lockers, etc.	4	3	2	1	0
13.	The class size is the same for physical education as for other subjects with a maximum of 36 students per class.	4	3	2	1	0
14.	Regular departmental meetings are held with the physical educators in attendance.	4	3	2	1	0

15.	Program quality is maintained through adequate financial support of all physical education programs.	4	3	2	1	0
16.	Physical activity is neither denied nor imposed as punishment by any teacher.	4	3	2	1	0
17.	When disciplinary action is necessary, the teacher can rely upon the support of the administration.	4	3	2	1	0

III. CLASS MANAGEMENT

	Elementary	Secondary
Possible Score -	40 points	60 points
Actual Score	___points	___points

Circle appropriate response:
4=Excellent
3=Satisfactory
2=Needs Improvement
1=Ineffective
0=Does not exist

SUGGESTED STANDARDS

Elementary

1. Classes are organized and ready for activity within two or three minutes after the start of each period.	4	3	2	1	0
2. Pupil leadership is developed and utilized by providing leadership responsibilities in the daily instructional program.	4	3	2	1	0
3. Appropriate activities are planned for the various age and skill levels.	4	3	2	1	0
4. Pupils and instructors are appropriately attired for class work.	4	3	2	1	0
5. The daily class period arrangement includes an adequate amount of time for fitness development.	4	3	2	1	0
6. There is an adequate program of physical education for children who are temporarily or permanently restricted from participating in the regular physical education program.	4	3	2	1	0
7. Activities are constantly supervised to avoid possible accidents.	4	3	2	1	0
8. The bulletin board is used to display materials pertinent to the unit being taught or the physical education program.	4	3	2	1	0
9. The daily lesson plans are followed.	4	3	2	1	0

10.	When discipline problems arise, they are handled in a positive way so as not to damage the student's attitude toward physical education.	4	3	2	1	0

Secondary

1.	The class activity is under way within five to seven minutes, including roll-taking, dressing, and so forth.	4	3	2	1	0
2.	Students are provided an opportunity to participate in an organized student leadership program.	4	3	2	1	0
3.	Class is organized in such a way that there will be maximum participation on the part of the students.	4	3	2	1	0
4.	Coeducational experiences and activities are provided.	4	3	2	1	0
5.	Students share in the selection and planning of content for the physical education program.	4	3	2	1	0
6.	The instructor and students are neat and dressed appropriately for the activity.	4	3	2	1	0
7.	An enthusiastic teacher provides an atmosphere of good class control which enhances learning.	4	3	2	1	0
8.	All necessary equipment and supplies are at hand and properly arranged.	4	3	2	1	0
9.	The locker room is orderly and well supervised.	4	3	2	1	0
10.	Students are grouped in an area which meets their level of proficiency.	4	3	2	1	0
11.	Adjustments are made in the program for students with special learning needs.	4	3	2	1	0

12.	Adequate supervision is provided to avoid possible dangerous situations.	4	3	2	1	0
13.	The daily class period arrangement includes an adequate amount of time for fitness development.	4	3	2	1	0
14.	The bulletin board is used to display materials pertinent to the unit being taught or the physical education program.	4	3	2	1	0
15.	When discipline problems arise, they are handled in a positive way so as not to damage the student's attitude toward physical education.	4	3	2	1	0

IV. PROGRAM

	Elementary	Secondary
Possible Score -	48 points	52 points
Actual Score	____points	___points

Circle appropriate response:
4=Excellent
3=Satisfactory
2=Needs Improvement
1=Ineffective
0=Does not exist

SUGGESTED STANDARDS

Elementary

1.	The physical education curriculum includes:					
	a. Basic movement	4	3	2	1	0
	b. Physical fitness and healthy life-styles	4	3	2	1	0
	c. Fundamental motor skills	4	3	2	1	0
	d. Stunts and tumbling	4	3	2	1	0
	e. Rhythms	4	3	2	1	0
	f. Games	4	3	2	1	0
	g. Sports	4	3	2	1	0
2.	The program is specifically structured around the needs, interests, and abilities of the students with provisions for the handicapped and the gifted student.	4	3	2	1	0
3.	The course of study includes written aims and objectives designed to contribute to the education of all children.	4	3	2	1	0
4.	The program is as broad in scope as the facilities will permit.	4	3	2	1	0
5.	The outline of the total physical education program is on file in the administrative and/or supervisory offices.	4	3	2	1	0
6.	There is a definite sequential program from year to year and progression is indicated within each year's program.	4	3	2	1	0

7.	The instructional program is evaluated yearly, using current data and criteria.	4	3	2	1	0
8.	The course of study is formally revised at least every two years.	4	3	2	1	0
9.	Intramural activities are provided as an outgrowth of the total program.	4	3	2	1	0
10.	The existing physical education and health education programs are constructed so as to complement one another.	4	3	2	1	0
11.	Up-to-date sources of curriculum materials are used and available to the staff.	4	3	2	1	0
12.	The school is making continuous efforts to upgrade its program by striving for daily instruction in physical education.	4	3	2	1	0

Secondary

1.	The curriculum in physical education is planned with careful consideration to the scope and sequence of activities.	4	3	2	1	0
2.	The program is as comprehensive as the facilities and personnel will permit.	4	3	2	1	0
3.	The physical education instructional program includes:					
	a. Acquatics (when available)	4	3	2	1	0
	b. Individual and dual sports	4	3	2	1	0
	c. Team sports	4	3	2	1	0
	d. Rhythms and dance	4	3	2	1	0
	e. Gymnastics	4	3	2	1	0
	f. Physical fitness and healthy life-styles	4	3	2	1	0
	g. Games	4	3	2	1	0
	h. Cardiopulmonary resuscitation	4	3	2	1	0
4.	Up-to-date sources of curriculum materials are used and available to the staff.	4	3	2	1	0

5.	An opportunity is available to students to participate in intramurals.	4	3	2	1	0
6.	The school is making continuous efforts to upgrade its program by striving for daily instruction in physical education.	4	3	2	1	0
7.	The existing physical education and health education programs are constructed so as to complement one another.	4	3	2	1	0
8.	The outline of the total physical education program is on file in the administrative and/or supervisory office.	4	3	2	1	0
9.	The course of study includes written aims and objectives designed to contribute to the education of all children.	4	3	2	1	0
10.	The program is specifically structured around the needs, interests, and abilities of the students with provisions for the handicapped and the gifted students.	4	3	2	1	0
11.	The instructional program is evaluated yearly.	4	3	2	1	0
12.	The course of study is formally revised at least every two years.	4	3	2	1	0
13.	There is a definite sequential program from year to year, and progression is indicated within each year's program.	4	3	2	1	0

IV. STAFF AND STAFF DEVELOPMENT

Possible Score - 60 points

Actual Score ____points

Circle appropriate response:
4=Excellent
3=Satisfactory
2=Needs Improvement
1=Ineffective
0=Does not exist

SUGGESTED STANDARDS

1.	All physical education teachers meet state certification standards for teaching physical education of grades K-12.	4	3	2	1	0
2.	Staff members are knowledgeable and effective in:					
	a. Planning and organizing class work	4	3	2	1	0
	b. Establishing and maintaining harmonious student-teacher relationships	4	3	2	1	0
	c. Curriculum areas of physical education	4	3	2	1	0
	d. Methods of teaching	4	3	2	1	0
	e. Relationships	4	3	2	1	0
3.	All teachers are knowledgeable with respect to legal liability concerning accidents.	4	3	2	1	0
4.	All teachers have received instruction in safety, first aid and CPR.	4	3	2	1	0
5.	Physical education teachers are following a plan for personal and professional growth through participation in graduate or advanced work, workshops and conferences, meetings and conventions, and independent study.	4	3	2	1	0
6.	Teachers respect each other and work willingly together as a staff.	4	3	2	1	0
7.	Professional elementary and secondary education resource materials are available for use in all activities for program planning.	4	3	2	1	0

8.	A course of study committee (men and women) gives consideration annually to needed revisions in the program.	4	3	2	1	0
9.	The school is making continuous efforts to upgrade its program by striving for the following:					
	a. Daily instruction	4	3	2	1	0
	b. Adequate facilities and equipment	4	3	2	1	0
	c. Certified staff in physical education	4	3	2	1	0
10.	Teachers are adequately prepared and confident in teaching an adaptive physical education program to meet the special needs of some students.	4	3	2	1	0
11.	The school has definite and well-organized inservice education and staff development for improving the quality of instruction in the physical education classes.	4	3	2	1	0
12.	Teachers attend the required in-service meetings.	4	3	2	1	0
13.	Ideas and new methods gained from various meetings are being utilized in the physical education program.	4	3	2	1	0
14.	The staff are all members of OAHPER, AAHPERD, professional associations and maintain a current personal library of professional materials.	4	3	2	1	0
15.	The physical education teacher exemplifies a fit and healthy lifestyle.	4	3	2	1	0

VI. COMMUNITY RELATIONS

Possible Score - 20 points

Actual Score - ___points

Circle appropriate response:
4=Excellent
3=Satisfactory
2=Needs Improvement
1=Ineffective
0=Does not exist

SUGGESTED STANDARDS

1. Community resource personnel are utilized to the best advantage to achieve program objectives.	4	3	2	1	0
2. There is a consistent effort made to interpret and promote the program to the parents and the public.	4	3	2	1	0
3. Teachers participate in community affairs.	4	3	2	1	0
4. The school and community share each others physical education facilities.	4	3	2	1	0
5. There are adequate opportunities for parents, teachers, and children to participate together.	4	3	2	1	0

VII. FACILITIES AND EQUIPMENT

Possible Score - 156 points

Actual Score - ___points

Circle appropriate response:
4=Excellent
3=Satisfactory
2=Needs Improvement
1=Ineffective
0=Does not exist

SUGGESTED STANDARDS

1.	The board of education budgets sufficient money to purchase needed supplies and equipment.	4	3	2	1	0
2.	Indoor and outdoor facilities are designed to be used by community and recreational groups.	4	3	2	1	0
3.	The outdoor area is adjacent to the school building and is large enough to provide space for a variety of activities.	4	3	2	1	0
4.	The outdoor area is properly surfaced, graded, drained, enclosed, and free of safety hazards.	4	3	2	1	0
5.	The auditorium, cafeteria, or any large vacant room is available when needed.	4	3	2	1	0
6.	The gymnasium and auxiliary indoor teaching stations have properly painted lines on the floors.	4	3	2	1	0
7.	The gymnasium and auxiliary indoor teaching stations are free of safety and health hazards.	4	3	2	1	0
8.	The gymnasium and auxiliary indoor teaching stations have ceilings at least 20 feet high.	4	3	2	1	0
9.	Sufficient gymnasium space is provided to enable the school to schedule physical education for a minimum of seventy-five minutes per week, per pupil.	4	3	2	1	0

10.	The gymnasium is used primarily as a physical education facility.	4	3	2	1	0
11.	A classroom can be used on rainy days or at other times when needed.	4	3	2	1	0
12.	There is proper storage space available.	4	3	2	1	0
13.	Dressing areas, where available, have:					
	a. Clean and functioning showers and toilets	4	3	2	1	0
	b. One shower head for each four students	4	3	2	1	0
	c. Adequate benches, mirrors, showers, toilets and hair dryers	4	3	2	1	0
	d. Assigned lockers for each student.	4	3	2	1	0
	e. A satisfactory towel system that meets good hygenic and sanitary standards.	4	3	2	1	0
14.	All facilities are properly maintained.	4	3	2	1	0
15.	Bulletin boards, chalkboards, charts, pictures and other visual aids are available.	4	3	2	1	0

Equipment

16.	There is adequate equipment available, such as:					
	a. Balls	4	3	2	1	0
	b. Bats	4	3	2	1	0
	c. Nets	4	3	2	1	0
	d. Paddles	4	3	2	1	0
	e. Clubs	4	3	2	1	0
	f. Ropes	4	3	2	1	0
	g. Bean bags	4	3	2	1	0
	h. Hoops	4	3	2	1	0
	i. Record player	4	3	2	1	0
	j. Fitness records	4	3	2	1	0
	k. Dance records	4	3	2	1	0
	l. Standards (nets)	4	3	2	1	0
	m. Mats	4	3	2	1	0
	n. Climbing apparatus	4	3	2	1	0
	o. Balancing apparatus	4	3	2	1	0
	p. Vaulting apparatus	4	3	2	1	0
	q. Other_____					

17.	An inventory is made periodically of existing equipment.	4	3	2	1	0
18.	Equipment and supplies are purchased in accordance with the inventory and anticipated needs.	4	3	2	1	0
19.	Students are instructed in the proper ways of caring for supplies, equipment and facilities.	4	3	2	1	0
20.	Equipment and supplies are checked periodically for safety hazards.	4	3	2	1	0

VIII. EVALUATION

Possible Score - 88 points

Actual Score - ___points

Circle appropriate response:
4=Excellent
3=Satisfactory
2=Needs Improvement
1=Ineffective
0=Does not exist

SUGGESTED STANDARDS

Student

1.	There is a system for reporting pupil progress.	4	3	2	1	0
2.	Evaluation of individual progress is consistent with the objectives of the physical education program.	4	3	2	1	0
3.	A variety of tests and instruments are used to evaluate students.	4	3	2	1	0
4.	Tests used to evaluate students include:					
	a. Health-related fitness	4	3	2	1	0
	b. Motor ability	4	3	2	1	0
	c. Specific skills	4	3	2	1	0
	d. Knowledge	4	3	2	1	0
5.	Subjective evaluation is made of student's behavior and attitude.	4	3	2	1	0
6.	The system of evaluation used is understood by all students.	4	3	2	1	0
7.	Each student is graded according to:					
	a. Progress made within his or her limitations	4	3	2	1	0
	b. A minimum standard set by the teacher	4	3	2	1	0
8.	Students are evaluated in accordance with school policy.	4	3	2	1	0
9.	All students understand what they must accomplish to achieve each possible grade.	4	3	2	1	0

10.	The evaluation system is based upon established criteria and norms for measuring student progress.	4	3	2	1	0
11.	The evaluation system indicates the extent to which students have achieved the objectives of the course and the total physical education program.	4	3	2	1	0

Program

1.	There is a continuous evaluation of the program by the physical education teacher.	4	3	2	1	0
2.	Administrators, faculty, and parents share in the evaluation of the program.	4	3	2	1	0
3.	The school is making continuous efforts to upgrade the physical education program by:					
	a. Increasing weekly instruction time	4	3	2	1	0
	b. Providing and maintaining adequate facilities and equipment	4	3	2	1	0
	c. Securing certified staff in physical education	4	3	2	1	0

Teacher

1.	There is a periodic evaluation of the teacher by the administration.	4	3	2	1	0
2.	The teacher evaluation is used in a constructive way to improve the quality of instruction.	4	3	2	1	0

SUMMARY OF SCORES

		Elementary Possible Score	Secondary Possible Score	Actual Score
I.	Philosophy	16	16	_____
II.	Organization	56	68	_____
III.	Class Management	40	60	_____
IV.	Program	48	52	_____
V.	Staff and Staff Development	60	60	_____
VI.	Community Relations	20	20	_____
VII.	Facilities and Equipment	156	156	_____
VIII.	Evaluation	88	88	_____
	TOTALS	484	520	_____

Needs and Recommendations

The space below is provided for you to use for identifying improvements where needed.

I. Philosophy needs:

II. Organizational needs:

III. Class management needs:

IV. Program needs:

V. Staff and Staff Development needs:

VI. Community Relations needs:

VII. Facility and Equipment needs:

VIII. Evaluation needs:

Philosophy and Rationale

A philosophy is essential to having a quality program. Without a philosophy to guide a program, the program flounders aimlessly. The purpose of a philosophy is to provide the overall conceptual framework from which the program is developed.

Many philosophies of physical education exist. While another's philosophy can be adopted, it is best if each program develops its own. The following are several brief examples of differing physical education philosophies:

> "Physical education is an essential part of the total education program which contributes to the health of the student. Through daily vigorous fitness activities, the student develops strength, stamina, and endurance and adopts a life-style of health behavior."

> "Physical education is an essential part of the total education program and makes significant contributions to the achievement of success in the school's interscholastic athletic program. Through physical education classes, sports skills and strategies are taught so the student will be highly skilled in at least one sport and can make significant contributions to one of the school's athletic programs. Therefore, physical education not only contributes to specific students, but also creates unity in the school and pride for the community."

"Physical education is an essential part of the total education program and makes significant contributions toward the achievement of desirable educational outcomes. Physical education provides a program which results in the education of the physical, as well as an education through the physical. Through well organized instructional activities, the student develops health and fitness, coordination, and skill. Additionally, the student learns to solve problems, to be creative, to analyze, interpret, and react in an intellectually, socially satisfying, and constructive way."

After reviewing these three sample philosophies one will note that each will lead to a different type of program. In preparing your philosophy, a starting point would be to answer the following four questions. Then from those answers, write your own philosophy.

A. What do we believe about the unique nature of our subject matter?

B. What do we believe about our responsibilities as educators?

C. What do we believe about the students we teach?

D. What do we believe about the ultimate purpose of education?

In the space provided below, write a philosophy for your individual physical education program.

Expected Student Outcomes

Outcomes from a well organized instructional physical education program can be identified in the classic three domains of learning, plus a newly defined domain of learning unique to physical education. The four domains of learning are as follows:

1. Psychomotor Domain

   Outcomes in the psychomotor domain refer to one's ability to possess basic movement patterns, to possess qualities of motor ability, and to be able to perform specific sports skills. Examples of outcomes in this area that we would expect students to achieve would be the ability to jump, hop, catch, throw, etc.; the possession of agility, balance, coordination, etc.; and the ability to perform specific sports skills such as shooting a basketball, serving a volleyball, and etc.

2. Cognitive Domain

   Outcomes in the cognitive domain refer to knowledge, understanding, and comprehension of physical education. Examples of outcomes in this area would be knowledge in sport skills, stragety, rules; knowledge of basic movement skills such as walking, jumping and hopping; knowledge of the body and how exercise affects the health of the body.

3. Affective Domain

Outcomes in the affective domain refer to positive attitudes, values, appreciation, sportsmanship, emotional stability, and other intangible outcomes that contribute to the student's personal and social development and self-fulfillment. While these outcomes are the most difficult to measure, they are real and important outcomes of the physical education experience.

4. Organic Domain

Outcomes in the organic domain refer to fitness and health. Specifically fitness related to health (or also referred to as Health related fitness, Health Fitness or Physical Fitness) consists of:

a. Cardiorespiratory Fitness - refers to the health and fitness of the heart and lungs and is reflected in one's ability to jog long distances, or perform activities for a long duration.

b. Musculoskeletal Fitness - refers to the strength, muscular endurance, and flexibility of the muscles and is reflected in one's ability to perform sit-ups, push-ups, flexibility tests, and other such activities.

c. Body Composition - refers to the ratio of body fat to muscle and lean body tissue and is reflected in the measurement of one's body fat.

The following are examples of expected outcomes for three physical education activities. The specific outcomes are not complete. They should be used as a tool to help develop specific outcomes by each individual physical education teacher. After reviewing the examples, develop expected outcomes for each activity taught in your physical education program, using an outline similiar to the examples.

Beginning Tennis

General Outcomes

As a result of students' involvement in a secondary physical education class they will improve their knowledge, skills, and appreciation of tennis.

Specific Outcomes

Psychomotor Domain

a. The students will develop skill in the forehand stroke.

b. The students will develop skill in the backhand stroke.

c. Etc.

Cognitive Domain

a. The students will demonstrate verbally and/or in writing knowledge of the basic forehand stroke.

b. The students will develop an understanding of the scoring procedure.

c. Etc.

Affective Domain

a. The students will demonstrate court etiquette.

b. Etc.

Organic Domain

a. The students will exhibit prolonged endurance in playing tennis.

b. Etc.

Basic Movement

General Outcome

As a result of students' involvement in an elementary physical education class they will develop their basic locomotor skills.

Specific Outcomes

Psychomotor Domain

a. The students will learn the proper execution of the walk.

b. The students will learn the proper execution of the skip.

c. Etc.

Cognitive Domain

a. The students will understand the difference between the various locomotor skills.

b. The students will be able to identify and explain verbally and/or in writing, knowledge of basic locomotor skills.

c. Etc.

Affective Domain

a. The students will be able to exhibit the ability to accept individual differences.

b. The students will exhibit courtesy by waiting patiently and attentively for one's turn (group procedure).

c. Etc.

Organic Domain

a. The students will be able to sustain movement for a greater period of time.

b. Etc.

Physical Fitness

General Outcomes

As a result of students' involvement in an intermediate physical education class, they will experience development of musculoskeletal fitness.

Specific Outcomes

Psychomotor Domain

a. The students will develop abdominal strength.

b. The students will develop upper body strength.

c. Etc.

Cognitive Domain

a. The students will understand why good musculoskeletal fitness is important to one's health.

b. The students will be able to identify and explain verbally and/or in writing, the relationship of musculoskeletal fitness to physical performance.

c. Etc.

Affective Domain

a. The students will demonstrate greater perserverance and desire to do various musculoskeletal exercises.

b. The students will show more enjoyment for physical activity and the feeling of well being.

c. Etc.

Organic Domain

a. The students will exhibit greater strength.

b. Etc.

Educational Programs

The physical education program is an extremely diversified and broad program which consists of instruction in numerous activities. The development of the program should be made by the local physical educators with consideration of the local needs and interests of the students and the community, facilities available, and the competency of the physical education teacher.

The following are examples of physical courses and activities often taught in a physical education program. These have been taken from the Oklahoma Physical Education Guide, A Lifetime Experience - Physical Education K-12, published in 1981. In this publication will be found examples of the scope and sequence of a physical education program, and each school should develop its own list which may include some, or all, of the following plus other courses or activities:

Aquatics	Golf	Softball
Archery	Gymnastics	Speed-A-Way
Badminton	Health Related Fitness	Speedball
Ball Skills	Lead-up Games	Stunts & Tumbling
Basketball	Movement	Table Tennis
Bowling	Relays	Tennis
Dance	Rhythms	Track and Field
Floor Hockey	Shuffleboard	Volleyball
Football	Small Equipment	Weight Training
Games of Low Organization	Soccer	Wrestling

A. List all Physical Education courses taught in your Physical Education program.

Elementary Example

1st 9 weeks

First Grade	Second Grade	Third Grade
Fitness Testing	Fitness Testing	Fitness Testing
Ball Unit Skills Games	Ball Unit Skills Games and relays	Soccer Unit Lead-up games Skills
Games Unit Fundamental skills Throw games	Games Unit Fundamental skills Throw games & catching games	Games Unit Fundamental skills
Rhythm Unit Creative Singing Dramatic Folk	Rhythm Unit Creative Singing Dramatic Folk	Rhythm Unit Creative Folk
Apparatus Unit Outdoor-bar Jungle gym		

Secondary Example

Grade	First 9 weeks	Second 9 weeks
7	Conditioning Fitness Testing Soccer I Square Dance I	Tumbling I Volleyball I Basketball I
8	Conditioning Fitness Testing Soccer II Square Dance II	Tumbling II Basketball II Volleyball II
9	Conditioning Fitness Testing Speed-A-Way I Modern Dance I	Gymnastics I Volleyball III Basketball III
10	Conditioning Fitness Testing Speed-A-Way II Modern Dance II	Gymnastics II Basketball IV Volleyball IV

B. Outline each Physical Education unit.

Example:

Speed-A-Way

OBJECTIVES

1. General
2. Specific

SEQUENTIAL DEVELOPMENT OF SKILLS

1. Level I
   a. Basketball skills
      1. Throwing and catching
      2. Passing
      3. Juggling
      4. Etc.
   b. Soccer skills
      1. Dribbling
      2. Trapping
      3. Heading
      4. Etc.
2. Level 2
   a. Review of the nature and purpose of the game
   b. Review of all basic skills
   c. Advanced skills of
      1. Basketball
      2. Soccer
      3. Speedball
      4. Football
   d. Position play

TEACHING METHODS

1. Have students plan to play the game as soon as possible.
2. Teach players to play a position rather than the ball.
3. Etc.

SUGGESTED LEAD-UP ACTIVITIES

1. Relays using a soccer ball
2. Etc.

EQUIPMENT AND FACILITIES

1. A soccer ball is used.
2. Pinnies or distinguishable clothing
3. Etc.

SAFETY PROCEDURES

1. Give appropriate warm-up before playing.
2. Strictly enforce rules involving personal contact
3. Etc.

EVALUATION

1. Written
   a. Vocabulary (terms)
   b. Rules
2. Skills
   a. Passing - have each student attempt to intercept 5 passes.

Teacher Checklist of Essential Skills

When checking students' progress as to mastery of essential skills for each physical education unit taught, a chart similiar to the one illustrated here can be used.

Many times in the evaluation of students, "grades" fall short of a true picture of the child's ability or non-ability to perform certain skills. This checklist is accompanied by a 3, 2, 1 point system based on Mastery, Partial Mastery and Non-Mastery of skills.

This method seems to be much more accurate and fair, and can be passed on with the student for future teachers to use as a reference.

Mastery = 3
Partial Mastery = 3
Non-Mastery = 1
Example for stunts and tumbling:

	Log roll	Upspring	Turk stand	Forward Roll	Backward Roll	
Chris	3	3	2	3	2	
Susan	3	2	1	2	2	
Tom	3	2	2	1	3	

Program Description

Develop a brief subject/course description for use by parents and students for enrollment and information purposes.

Examples:

A. Gymnastics I - A year long course for beginning tumblers and gymnasts. Emphasis is placed on acquiring and mastering fundamental tumbling and gymnastic skills. Students will work on various types of gymnastic equipment. In addition to basic skills, students are taught about fitness, building strength and endurance, safety, spotting techniques and basic first aid. No prerequisite. Grades 7-12.

B. Gymnastics II - A year long course for intermediate and advanced gymnasts. First semester is for working on skills. Second semester emphasizes competitive gymnastics for those who wish to compete. Prerequisite - Gymnastics I. Grades 8-12.

C. Team Sports - A year long course that introduces organized team sports. Boys and girls will be exposed to fundamental skills and basic rules of such sports as basketball, softball, volleyball, soccer, flag football, tennis, etc. Students will also learn about physical fitness and developing a healthy lifestyle. No prerequisite required. Grades 7-12.

Resources

Available Resources:

Needed Resources:

48

Suggested Resource List

BOOKS

Adams, Ronald. Games, Sports and Exercise for the Physically Handicapped, 2nd Ed., Lea and Biger, Philadelphia, Pennsylvania, 1975.

Akers, Ghary. 101 Ways to Improvise, State of Alabama, Department of Education, Bulletin No. 32, 1979.

Cooper, Kenneth. The Aerobics Way, Bantam Books Inc., 1977.

Corbin, Charles and Ruth Lindsey, Fitness for Life, Scott, Foresman and Company, 1979.

Cundiff, David E. and Paul Bryneston, Health Fitness Guide to a Life-Style, Kendall Hunt Publishing Co., 1979.

Dauer, Victor P. and Robert Pangrazi, Dynamic Physical Education for Elementary School Children, Burgess Publishing Co., Minneapolis, Minnesota, 1979.

CURRICULUM GUIDE

Oklahoma State Department of Education, A Lifetime Experience, Physical Education K-12, Comprehensive Health Section, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105.

RECORDS

Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

Kimbo Educational Records
P. O. Box 477
Long Branch, New Jersey 07740

Melody House Publishing Co.
819 N.W. 92
Oklahoma City, Oklahoma 73114

AAHPERD CATALOG

Publications and Audio Visuals for:

Physical Education
Athletics
Health Education
Dance Education
Leisure
Recreation
Fitness
Girls' and Womens' Sports
Safety Education
Special Education
Outdoor Education

American Alliance for Health, Education, Recreation and Dance
(AAHPERD)
1900 Association Drive
Reston, Virginia 22091

FILMS

Fit To Be You, Oklahoma State Department of Education.

Comprehensive Health Section, SDE
Oliver Hodge Memorial Education Building
2500 North Lincoln
Oklahoma City, Oklahoma 73105
Phone: (405) 521-2106

Coronary Counter Attack, Brigham Young University.

Media Marketing
Brigham Young University
Provo, Utah 84602
Phone: (801) 374-1211 Ext. 4071

Run Dick, Run Jane, Brigham Young University.

Media Marketing
Brigham Young University
Provo, Utah 84602
Phone: (801) 374-1211 Ext. 4071